

# INDIAN UNIVERSITIES COMMISSION.

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## UNIVERSITY OF BOMBAY.

### PART III.

WRITTEN STATEMENTS PRESENTED BY PERSONS WHO  
DID NOT APPEAR AS WITNESSES.



SIMLA :

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1

Dated the 28th February 1902.

From—THOS. S. TAIT, Esq., Principal, Baroda College,

To—The Honourable Mr. JUSTICE CHANDAVARKAR, Local Commissioner, the  
University Commission, Bombay.

With reference to the Minute forwarded by you to my address on the 19th instant, I have the honour to state that I have discussed the matters mentioned therein with the Professors of the Baroda College, and have obtained from them their general views on the questions submitted for consideration. With the information thus derived, and also from my own experience, I am now in a position to be able to forward you my opinion in a concise form as follows:—

“Points to be considered by the University Commission:—”

PARAGRAPH 3.—*Teaching Universities.*

It is in my opinion impracticable to make the Bombay University a teaching institution in the full sense of the term, inasmuch as students would then consider it expedient to join the Bombay College only, and the result would be that under the circumstances the Provincial Colleges might just as well close their doors.

But if the University appointed Professors to lecture to students who after graduating B.A. wished to study for the M.A. or other higher degree, it would be an innovation highly to be welcomed.

It would also be well if the University could see its way to establishing Physical, Chemical and Biological Laboratories.

PARAGRAPH 4.—*Spheres of influence.*

Each University should have its own sphere of influence, and it would not be advisable for the Bombay University to affiliate institutions which geographically belong to other Presidencies.

PARAGRAPH 5.—*Constitution: the Senate.*

The Bombay Senate is too large and steps should be taken for gradually decreasing it numerically. Fellowships should not therefore be “given merely by way of compliment.” On the other hand, very high educational qualifications should be strictly insisted upon. At the same time Fellowships should not be made terminable after a short period of years or for non-attendance at meetings of the Senate. The award of a Fellowship is to be regarded as a great honour and, as no pecuniary allowance is attached to it, there is no necessity for making it a temporary affair. But I would like to suggest, in order to give Fellows residing in the Mofussil a greater opportunity of showing that they really take a vivid interest in University matters, that the system of voting by proxy should be widely extended.

PARAGRAPH 6.—*The Syndicate.*

Each College should have a representative, presumably the Principal, on the Syndicate. But at the same time care will be necessary to prevent the Syndicate consisting of more than, say, about a dozen members. Perhaps the difficulty might be obviated by grouping the Colleges and giving a representative to each group.

PARAGRAPH 7.—*Faculties and Boards of Studies.*

It appears to me expedient that there should be established in the Bombay University “Boards of Studies.” These Boards might be appointed from Fellows of the University or from the College staffs, and their duties would be to advise the Syndicate about changes in any of the prescribed courses, changes in text books and other matters of a cognate nature.

PARAGRAPH 8.—*Graduates.*

- (a) A Register of graduates should be formed and kept up to date.
- (b) The Bombay University should be empowered to grant the M. A. or other degree in the cases referred to in this paragraph.

PARAGRAPH 9.—*Students of the University.*

(a) Every attempt should be made to provide accommodation at the College Boarding Houses for College students. At this College we can only at present make provision for about eighty, but when financial circumstances permit we shall extend the system. In every respect it is to the benefit of the students and also the College that residence, in properly supervised Boarding Houses, erected, if possible, in the College Compound, should be compulsory.

(b) In order to promote a spirit of friendliness amongst the College students at Baroda, and also in order to attend to their physical welfare a College Union has been in existence for many years. This Union, which all members of the College are compelled to join, and for the support of which every student pays a fixed terminal fee, has to maintain the following branches :—

- (1) The Reading Room.
- (2) The Debating Society.
- (3) The Gymkhana, *viz.*, Cricket, Football and Lawn-Tennis.
- (4) The College Magazine.
- (5) An annual Social Gathering of past and present students.

In addition all students have free admission to the Gymnasium.

This institution has in every way worked well and contributed greatly to the happiness of all.

PARAGRAPH 10.—*University Teaching.*

(a) I find that there is a general consensus of opinion that students when they join the previous class have not a sufficient general knowledge of English to enable them, for some time at least, to profit altogether satisfactorily by the lectures they receive. But to put matters right in this respect it appears that the only true remedy would be to increase the number of Englishmen engaged in teaching in the High Schools. Financial considerations here naturally block the way.

(b) The one great defect of the whole of our higher educational system seems to me to be this, that nearly all the time and nearly all the energy of a student have to be devoted to learning English. The natural consequence is that though our students become proficient in translating from English into Vernacular and Vernacular into English, still they are very deficient in a knowledge of facts. I am therefore of opinion that it would be a great amelioration of the students' lot and a great benefit too, if our Universities could see their way to a much more extended patronage of the Vernaculars than exists at present. Why should every subject be taught, and afterwards examined in, only through the medium of English? Provided we had the necessary books, and these would speedily be forthcoming whenever the necessity for them was shown, our students would show better proficiency and much more solid knowledge if their own languages were utilized to a greater extent.

(c) As regards the subjects of Physics, Chemistry, Biology and Geology, it is essential that every student should have a sound practical training, and at Baroda the Professors take care that all go through the requisite courses in the Laboratories. It is perhaps needless to remark that no student should be allowed to pass the higher examinations in Science unless he shows himself thoroughly familiar with practical work.

(d) Next, with reference to the Bombay University B. A. Examination, I should like to remark that in my opinion the course might be altered with advantage. Under the present system a candidate has to take up three compulsory subjects and also one optional subject. What I suggest instead would be one compulsory subject, *viz.*, English, and one optional, the latter to be carried to a much higher plane than is the case under the existing rules. By

this arrangement there would be a better guarantee that each graduate would possess a much more competent knowledge of his own special subject than is now possible.

PARAGRAPH 11.—*Examinations.*

I am of opinion that more attention should be paid to the appointment of outside Examiners. In particular College Professors in other Presidencies might be invited to examine in Bombay. This plan would in most cases be quite feasible provided the University modified the existing rule by which it insists on Examiners always being present during the actual period of examination. No great inconvenience would result from such modification except of course in the case of practical and oral examinations.

PARAGRAPH 12.—*Registrar and Staff.*

I quite concur in the opinion often expressed that the Registrar should be a whole-time officer.

PARAGRAPH 13.—*Affiliated Colleges.*

The greatest care should be exercised, before affiliating a College, in seeing that it possesses a competent staff, and periodic enquiries might be made by the Syndicate as to the general efficiency of the arrangements made by each affiliated College.





सत्यमेव जयते

Dated the 24th February 1902.

From—F. M. DASTUR, Esq., Professor of Mathematics, Elphinstone College,  
Bombay,

To—The Local Commissioner, Indian Universities Commission, Bombay.

I have the honour to submit, for your consideration, the accompanying statement of my views on the points set forth in the President's note.

#### STATEMENT OF VIEWS ON POINTS TO BE CONSIDERED BY THE INDIAN UNIVERSITIES COMMISSION.

*Teaching Universities*—The University of Bombay is an examining body, exercising little influence on the teaching conducted in Colleges, except by prescribing text-books. It has shown a tendency to multiply examinations. It is rich in endowments, the proceeds of which are almost wholly frittered away in petty scholarships or prizes. These endowments are of an aggregate value of eleven lacs of rupees, producing an annual income of nearly Rs 40,000, a sum which may be so employed as to promote the highest purposes of education.

In any reform that may be attempted, the examining function of the University should be curtailed and its teaching capacity developed by the foundation of Professorships. To the latter purpose, the income from the endowments should be devoted. It is true that these endowments have been made on certain conditions; but it may not be very difficult to obtain the consent of the donors or their descendants or some surviving responsible power to the diversion of these funds to the purpose of spreading higher knowledge. If the examination fees were slightly increased, a large amount of money might be available for this most desirable object. As the diffusion of knowledge and the promotion of learning are objects of general utility and public good, the Municipal bodies of the Presidency may be able, at the termination of the present period of stress and strait, to make small contributions to the University in furtherance of its objects. The University of Bombay receives two or three donations every year. When the value of University Professorships comes to be recognised by the public, individuals and bodies may learn or be induced to offer benefactions for their maintenance and support instead of for the foundation of scholarships and prizes which do comparatively little good. By the appointment of University Professors the desire for knowledge would be greatly stimulated and the acquisition of deep, wide and accurate learning facilitated. As this Presidency now possesses a Senior Wrangler, who is familiar also with the mathematical learning of the Universities of France and Germany, a beginning may be made with Mathematics, in advanced parts, of which he may be appointed to deliver lectures for the benefit of the students of all Colleges in this Presidency.

Means should be taken to make the University library a storehouse of valuable and important books in all branches of learning. The present collection is neither large nor valuable at least in the departments of Mathematics and Science.

If the recognition of teachers by the University is a guarantee that "young men shall not assume the responsibility of teaching history or philosophy or science until they have shown their qualifications and been duly accepted," such a measure will be highly useful, will render favouritism impossible and ensure that fit men are entrusted with the work of higher education. The question will arise if Professors imported from England by Government or aided Colleges will be subject to the same rule, even when they have been recognised by their own Universities.

*Spheres of Influence*.—If all Indian Universities exact the same standard of knowledge—a state of things which may be possible as a result of the labours of the Commission, a College in one Province may not consider it expedient to seek affiliation with the University of another Province. If, however, the standard varied, some of the Colleges might seek to be connected with a

University where the standard was less rigid. To preclude the latter contingency, it is necessary to authorise Universities to affiliate Colleges within assigned areas.

*The Senate.*—A limit should be placed on the size of the Senate. The fewer the Fellows, the greater will be their sense of responsibility and honour. Only Professors of Colleges, distinguished graduates of the local University and eminent men of learning in the Province should be admitted to the Senate. The appointment of persons living at a great distance from the seat of the University should be discouraged.

To ensure efficiency as well as attendance, the tenure of a Fellowship may be limited to five years and it may be provided that it should be vacated in case of non-attendance at half the number of meetings in any year.

The right of election should be vested in College Professors and first and second class graduates. Canvassing should be strictly prohibited. It is desirable that there should be a fixed number of Fellows in each of the four Faculties and that the Fellows of any particular Faculty should be elected by the graduates in that Faculty and by the Professors of the Colleges recognised in that Faculty.

*The Syndicate.*—The necessity of increasing in the Syndicate the influence of officers actually engaged in the work of College teaching is obvious; but at the same time the advice and assistance of capable men who have studied educational problems cannot be dispensed with without detriment to the interests of the University. It would be enough to have ten Syndics, four in Arts and two in each of the other three Faculties; half the number in each case must consist of College teachers.

*Faculties and Boards of Studies.*—It is not desirable that the rule of assigning every Fellow to a Faculty should be abrogated, for the opinion of a Faculty carries the weight of an expert opinion. The suggestion to strengthen the Faculties by adding teachers recognised by the University and graduates with honours in the special subject of the Faculty may be adopted.

There are no Boards of Studies in the Bombay University, but their creation is highly desirable.

*Graduates.*—At Oxford and Cambridge an honorary degree is conferred on a Professor or high official when he is appointed from outside, with a view probably to admit him to the rights and privileges reserved for the graduates of these Universities respectively. Such a measure would be needless here, for a recognised teacher in virtue of his being so becomes, as suggested above, a member of a Faculty whence he may rise into the Senate and the Syndicate, if found deserving of such advancement.

*Students of the University.*—It is true that in this Presidency the practice of holding a Preliminary Examination at the College to test the state of preparation of students has been greatly relaxed; still the small number of passes cannot be held to prove that the certificate required by the University is granted too easily even where Preliminary Examinations are held, it often becomes a matter of great difficulty to decide to whom permission may be granted to appear at the University Examinations and to whom it is to be refused. Even after weeding out the worst students, there remain many who have just managed to get the minimum number of marks or a few more. It is these uncertain elements that fall under the shears of the University Examiners; for their fate depends on the question of a couple of marks more or less. Another fruitful cause of the large numbers of failures is the habit of the Indian student to work harder and harder as the examination approaches nearer and nearer. It is not an uncommon occurrence that a good student endangers his chances of a high class or success by overwork during the period immediately preceding the examination. Again, it is a matter of common observation that under the exhilaration of the change from a School to a College or from a mistaken idea of the serviceableness of vacations, a large number of students waste the first term. If the University registers be examined, it will be discovered that a large number pass, because they are just on the right side of the margin and a larger number fail because they are just on the wrong side of it.



It is not practicable that "the University should interest itself in the physical and moral welfare of the men and should see that the Colleges do their duty in these respects," when the Colleges under its supervision are scattered over a vast area. Indeed, the Bombay University demands a certificate of moral character in the case of every candidate that offers himself for its examinations, but that is merely formal, and the Principal of his College grants it as a matter of course without any close scrutiny into his character. Such supervision as is recommended is possible in small towns like Oxford and Cambridge, where all the Colleges may be said to stand shoulder to shoulder. As long as there are Colleges separated from one another by long distances, it is Colleges themselves that can exercise such supervision most effectively. To all the Colleges in this Presidency are attached quarters for resident students which, it may be submitted, offer little advantage to them beyond that of rooms in healthy surroundings at a cheap rate. There are, no doubt, Superintendents appointed, but it may be very much doubted if they exercise any very great influence on the character of their respective charges. It is impossible for the Principal of a College to concern himself very closely with the moral and physical wants of the students who live in these quarters. The best plan would be to distribute them among the Professors who may mix with their respective batches, study their wants, give them guidance and generally influence them by their character and example. At the end of fixed periods, the Professors may, if necessary, exchange their respective charges. Such an arrangement would give the Professors the pleasure and stimulus of variety and the students the advantage of becoming familiar with intellects and characters differently developed and formed. This suggests itself as the only way in which effect can be given to the very wise intention of the Commission in this respect, till all the Colleges of this Presidency come to be located together in a small but healthy and picturesque town, or within short distances of one another in a large town. From the point of view of economy and the facilities and advantages offered by a large town, the most suitable place for the location of all the Colleges in this Presidency would be Bombay which already contains four Colleges—three Arts and one Medical. As regards Government, the concentration of the whole of their teaching apparatus in Bombay can be effected with very little cost; for the College of Science in its Engineering branch may be handed over to the Public Works Department of which, strictly speaking, it is an appendage and its accessory departments of Forestry and Agriculture may be transferred to the Revenue Department of which they are parts. Government may hold, if they like, their own examinations in these subjects. The Deccan College may be amalgamated with the Elphinstone, or out of respect to old traditions, it may be allowed to lead in Bombay its independent existence.

Such a mobilisation of all the intellectual forces of the Province will tend to raise the standard both of education and instruction. Students will breathe a genuine University atmosphere and live a genuine University life. Teachers will be benefited by mutual assistance and a free exchange of views. Students will find a most necessary stimulus and help in common pursuits and in societies founded for debate and discussion. Teachers will find unprecedented pleasure in watching and guiding this new-born energy of their pupils into safe and wholesome channels. But this end can be secured most effectively when Professors have official quarters close to those of students. The beneficial effects of the contact of good, sympathetic, impressive Professors with students in their daily lives can be open to no question. The real object of sound education is greatly furthered by the action and reaction of these two bodies on each other. Their separation which is practically the case at present precludes the impingement of mind on mind so essential to the correction of prejudices, cultivation of sympathy and respect and stimulation of culture and character.

*University Teaching.*—There is a general complaint that many students do not possess, when they join a college, sufficient knowledge of English to profit by the lectures they attend. It may also be brought to the notice of the Commission that they begin their University career with insufficient culture and a very poor stock of ideas. This defect may be due to the indifference shown towards the vernaculars. Formerly students went

through a regular course in their vernacular before they began English. They had read, for instance, Indian History in their vernacular before they began it in English in the High Schools. They had read several books in their vernacular and thus laid by a store of ideas. In the general hurry to finish education, boys enter on the study of English without an adequate knowledge of the vernacular. They find it difficult to assimilate thoughts expressed in a foreign language, and do not understand much of what they read or learn by rote. The remedy lies in imparting a sound knowledge of the vernaculars, before the study of English is commenced. Again in the highest classes of schools, general reading should be encouraged and the time spent on the technicalities of grammar utilised for familiarising students with the works of the best English writers.

It is submitted that most of the teaching in Mathematics in Colleges is thrown away. It is not uncommon to meet a large body of students of the previous class absolutely ignorant of the most elementary principles of Algebra. They have possibly got through the Matriculation with the aid of Euclid and they largely depend on the same aid to get through the previous examination. Nobody will allow that the Indian student has no aptitude for Mathematics, but his success in that branch of knowledge must depend on the care with which that aptitude has been encouraged and developed at school. A reform in this respect is most urgently needed in schools.

The course laid down in Mathematics for the B. A. Examination is of an elementary character. It may be just large enough for a student who has to read English, a second language, English and Indian History and Economics besides Mathematics, but it is certainly insufficient to entitle him to claim a special knowledge of the subject.

*Examinations.*—It would be an advantage to have the same standard for the various examinations in all the Universities of India. Last year the Government of India issued a Resolution defining the subjects to be read for the examination for admission to the Finance Department. The course for Mathematics was that adopted by the Calcutta University for its M. A. Examination. The course prescribed by the University of Bombay in the same subject for the same examination is very much lower than that demanded by the Calcutta University. Candidates selected from this Presidency for the Finance Department Examination are handicapped in comparison with those selected from Bengal.

In the University of Bombay, the system of grace marks being given by the whole body of Examiners has been abolished and Examiners in different subjects are directed to decide whether or not they consider a particular candidate fit to pass in their own respective subjects. This method works to the disadvantage of a candidate who is weak in one subject, but is above the average in the rest, and to the advantage of a candidate who may be weak in all subjects.

The supervision of candidates at the examinations requires to be very carefully considered. Instances of communication with neighbours or of importation of manuscript notes and cribs are becoming quite common and detract from the value of the examinations. The difficulties of effective supervision are increased by the large numbers of candidates. The experiment made by the Bombay University last year of appointing superior supervisors with the power of selecting their own assistants promises to check the evil which is bringing all the examinations into discredit.

The question of holding examinations in suitable buildings and not in a Mandap temporarily put up for the purpose deserves consideration.

*Registrar and staff.*—Very little is to be said on this subject. The staff of the University does its work carefully and conscientiously.

*Affiliated Colleges.*—It is necessary to see that Colleges are kept up to the mark after affiliation. The Syndicate considers the qualifications of the staff when an application is made for affiliation, but it exercises no power of supervision over subsequent changes. So far, nothing has happened to make the possession of such power necessary. The governing bodies of Colleges generally select with care and discretion.

It is worth considering if it may not be advantageous, in view of the pressing need of great attention being paid by the head of the College Department to questions connected with primary and secondary education, to withdraw Government Colleges from the control of the Director of Public Instruction and place them through their Principals in direct communication with the local Government and the Minister of Education, if one is to be appointed. Higher education being in the hands of men distinguished for learning, judgment and character may well be left to their guidance and direction. Besides, if as the result of the labours of the Commission, the powers of the Universities are enlarged, they will be brought into living contact with Colleges which they can exercise beneficial influence and wholesome control.

As for the aided Colleges, it would seem that the time has arrived for the removal of the condition that the Principals of the Gujerat and Sind Colleges should be Europeans. In respect of Government Colleges, Government have adopted the liberal policy of declaring Indian gentlemen of requisite qualifications eligible for posts in the Indian Educational Service and have thus placed Europeans and Indians on the same footing. The same liberal policy must also be followed in the treatment of the aided Colleges at Ahmedabad and Kurrachee. It would be enough to insist that the best available man, whether he be European or Indian, should be, whenever necessary, selected by the governing bodies of these institutions for the post of Principal.

Except in very exceptional cases where high merit has been proved beyond dispute in other ways, a first class degree should be the indispensable condition of employment as College Teacher.

Endowments should be utilised for the purpose of fostering and encouraging the best intellect. When education was in its infancy, it was necessary to attract men by the offers of small scholarships; but now that the necessity of education is widely and strongly felt everywhere, inducements should be held out to reach its higher summits. Two or three scholarships may be reserved for struggling merit in the lower classes, but the bulk of the proceeds of the endowments should be devoted to the encouragement of higher pursuits and to the affording of facilities for the acquisition of higher knowledge.

When two or more colleges are in the same locality, it would be a distinct advantage to give effect to the principle of combination and co-operation. Such a measure would not only engender a spirit of solidarity among different institutions of the same locality and impart the unity of system to what are now discrete units, but it would also enable students to get the best knowledge wherever they could get it.

The numbers of students in the Colleges are now so considerable and the number of teachers so limited that there can hardly be anything like efficient teaching. The teaching has to be brought down to the level of students of average intelligence, and yet there will be complaints from the best part on the ground of its being too low and from the worst on that of its being too high. Also it has to be accommodated to the requirements of the examinations, and no teacher is so rash as to venture beyond these limits. Hence cram and narrowness of thought arise. It is feared that Colleges have ceased to be training schools for the intellect and character.

It is desirable that each Professor should have a staff of responsible assistants whose duty it would be to pay individual attention to students of the lower classes.

*Schools.*—The schools must come directly or indirectly within the scope of the present enquiry; for it is the schools that prepare materials for Colleges. College teaching will lose most of its efficacy, if the schools do not provide Colleges with suitable materials. Again, if there are complaints that Colleges are attended by ill-prepared students, the condition of schools which are responsible for that preparation should be looked into.

*Conclusion.*—We must first begin with schools which are reputed to share in the supposed general deterioration of the educational standard in this Presidency. They should be manned with our best graduates, who should be encouraged to undertake educational work under Government or on their own account. Schools should be able to carry their teaching to the point where it

could join the College teaching without a hitch. The gap between the two at present is very great and will be widened if schools remain stationary and Colleges advance. The abolition of the Matriculation Examination will tend to give freedom to the present cramped condition of the schoolmaster and the student, by allowing the former a free range for his teaching powers and by releasing the latter from the necessity of regulating his studies in accordance with the needs of an examination which he has learnt to dread. The previous examination should be the connecting link between Schools and Colleges. This examination should comprise a considerable quantity of English—sufficient to impart the power of fluent and correct expression and a number of optional subjects to be prescribed with a due regard to the requirements not only of the Arts course, but also of the Medical and Engineering studies. In fact this examination is to be the point of departure into Arts, Law, Medicine and Engineering. The preparation for this examination should be undergone at school or privately, or, if possible, under Fellows at Colleges.

There should be only one examination for Arts students, and that for Honours in a special subject, *viz.*, Literature, History, Philosophy, Physics and Chemistry, Biology or Mathematics; the period of preparation for this examination being three years. There should be pass degrees for such as are unable to proceed to Honours.

Under the present system, a graduate has hardly touched the very fringe of his optional subject. He is simply initiated into its elementary principles or remembers them without a due comprehension of their application or power and he hardly acquires any tolerable knowledge of it, unless he proceeds to the M. A. Examination. Under the suggested system, the M. A. would be superfluous. Thus, while a greater range of accurate and sound knowledge than he at present commands would be placed within the reach of a student, the crushing and enervating anxiety and worry of successive examinations will be done away with. There would be also sufficient scope given to a Professor for the exercise of his best powers and he would be brought into direct contact with students, as there would be only a limited number reading for such an examination. Under the present system, he wastes his energies in giving elementary instructions and hardly influences students by personal touch and knowledge.



No. , dated the 1902.

From—JEHANGIRSHAH COOVERJEE COYAJEE, B.A., LL.B., Professor of Persian,  
Wilson College,

To—The President and Members of the Indian Universities Commission.

I SUBMIT to your consideration certain suggestions on the working of the Government Law School and the curriculum of its studies.

Looking to the number of students studying in the Government Law School and to the great interest the public must have in their proper education, the affairs of the school deserve considerable attention as being second to none in importance. It is now four years since great changes were introduced in the institution and its staff of teachers and hours of work were enlarged. But in all other respects, the old arrangements were continued.

The result has been that, in spite of the zeal and conscientiousness of the teachers, no material change can be said to have been made in the working of the school. One hour daily is too small an allowance of time for such a course of study and fully half the subjects of law are never touched at all, *i.e.*, Criminal Procedure, the Penal Code, Evidence, Limitation, Specific Relief Act, Trusts Act, Succession Act and Transfer of Property Act. Some of the other branches also, though taken in hand, are never finished. Above all, the students cannot be brought to attend the school with any of the zeal or interest which they ever do manifest for their Arts Colleges.

The reasons of this state of things are not far to seek.

The hours chosen for the teaching work are those of evening, when the student or teacher is least likely to be in the full glow of energy. Exactly the scanty hours devoted by the Indian student to exercise and recuperation are encroached upon. In this matter, we on this side of India have something to learn from the Madras Law College and even from the local Private Law Schools. These latter schools prove by their example that if two hours' daily work is given to the studies the LL.B. Course can be pretty satisfactorily finished in a couple of years' time. The hours they choose are morning hours and they are found to inconvenience neither the teachers nor the students, though the former are professional men and the latter are mostly men who have to work all day in Government and private offices for their living. Moreover, the alacrity with which these private classes are attended is very marked though of course the attendance is perfectly voluntary. It is more than suspected that the apparent assiduity of the students in the Government Law School is due to their anxiety to fill in their term than a desire to profit by the lectures—however good they may be. It may therefore be said that two hours' daily work and that by daytime is thus found to be absolute necessary. For efficient teaching, as in that way we shall more than double the time at the teachers' disposal. Naturally, that will mean an increase in the number of the staff of the school.

A few words as to the methods of study to be adopted will not be amiss. The subject of law is so vast that no amount of time will be found to suffice for its teaching, if the lecturer takes up every single proposition of law in succession and attempts to comment on it. That part of the teacher's work is more-over already done for the students in the text-books which are mostly commentaries of the loosely knit Blackstonian type. The lecturer should attempt a judicious selection of important topics, should assign one or more lecture to each topic; give the student a thorough study of each matter—thus raising the subject out of the somewhat dreary level of the running commentaries. The student is brought to see a just division of the subjects in its logical sequence. His mind, distracted by the multiplicity of legal propositions, is trained to group them intelligently around some central ideas.

Along side with this method, the system of lecturing by a direct study of leading cases should be employed—the same method which the reputation both of Harward College and its great teacher Professor Langdell. I need only add that after a lifetime's experience Sir F. Pollock emphatically pronounces in favour of this system (Law Quarterly Review, October 1895).

In an inaugural lecture delivered in the University of Wales (1901) Mr. Jethro Brown says "the study of case law is the one way to know law. It develops capacity as well as imparts knowledge. It involves the very mental processes which the practice of the profession requires. For, the lawyer in dealing with actual cases has not at his command a perfect code into the rules of which he can fit any possible combination of circumstance. He must work slowly upwards from facts." The Report submitted to the American Bar Association in 1892 says that when the student goes into the Lawyer's office instead of having a system of formulated rules, which had only to be interpreted to fit the facts of the client's case, he is compelled to work painfully and almost blindly over those facts before he can get them into shape to suggest any rule whatever and then to search through a wilderness of other cases repeated in the before he can formulate such a rule for his client as he can propound to the Court. But such study needs a guide, otherwise in the words of Mr. Bryce the student may find himself "rolling about in a mass of cases in the hope that some may stick to him." He needs advice and encouragement. He must not be given "the product of an enquiry without the enquiry that leads to it which would be both unroating and inefficient (Herbert Spencer). Mr. Jethro Brown also draws attention to Locke who says that to have right conceptions, we must bring our understandings to the inflexible nature and unalterable relations of things and not endeavour to bring things to any preconceived ideas of our own. It is thus, he says, that we now postpone the study of grammar to that of language.

When selecting a course of books for the LL.B. examinations, two considerations should be kept in mind. The one is that a degree in law is not the same thing but something higher than a mere license to practise as a Vakil. There should be the same difference between the examinations for a Bachelor of laws and for a Vakil as there exists between the examinations for the degree of M.B. and that for a mere L.R.C.P.'s license in England. The teaching for the former should be more scientific, artistic and systematic. The other thing to be noted is that we have a three years' course and two examinations for the law degree instead of the two years' course and the single examination in the other Universities. We should show that we make a good use of the additional year.

Generally, it may be asserted that the present course set for the first year classes is too monotonous and narrow. Jurisprudence is only one of the subjects to be taught, and yet no less than three separate books are prescribed for it. A knowledge of the history of English law is absolutely necessary; yet no provision is made for its study. The text-books now in use for Roman law are not the best arranged ones. Dr. Hunter, the greatest living English writer on Roman law, says—"The arrangement of texts both in Gains and Justinian resembles nothing so much as a heap of ill-shaped stones thrown out of a waggon. The piling of notes upon the texts makes the confusion worse confounded. As text-books, they labour under two disadvantages. They give much that is of little use to the student of law even from a historical point of view and they are extremely brief exactly on those points where Roman law is most valuable to a student of modern jurisprudence." It is necessary to seek some principle of arrangement to group the miscellaneous details. Mr. Bain observes that a regular and uniform plan in the descriptive arrangement is more than an aid to memory—it is an instrument of investigation. Dr. Holland and Dr. Hunter both recommend a study of select chapters of the Digest. For Indian students the recommendation can be carried out through a study of portions of Dr. Hunter's "Roman Law in the order of a Code" which takes the Digest and the institutes to pieces and then rebuilds them according to the best modern ideas. The best chapters of the book are those on Possession, Equitable contracts, Sale, the Chapter on contracts, status, inheritance, ownership, and patria potestas. As a variety Sohm's Institutes or Lord Mackenzie's Studies on Roman Law may be prescribed, the former the work of an eminent German author who has made a lifetime's study of the Roman system of law, the latter a book which besides giving much historical information shows the student how to divide and set about the study of law and besides "speaks the language of the scholar and the gentleman." All these books provide the student with so much knowledge of the history of Roman law as to render the study of any additional book on the



historical side of the subject superfluous. Sandars' Institutes which have now been in use for forty years are antiquated; instead of recasting the Institutes Sandars adds to them scrappy notes, verbal explanations and short quotations from the Digest, the great Jurists and the Glossators. The unity of conception and all literary merit are thus lost.

A study of English Constitution or Constitutional Law is very necessary as the most developed mechanism of state in modern times cannot be neglected. English Constitutional Law is one of the five main divisions of law a study of which is necessary for the Civil Service studies. Bagehot's book may be recommended as it is taught both at Oxford and in several of the Universities of the United States. But for a just relation of studies it may be replaced in alternate years by portions of Dicey Hallam Stubbs or Taswell Langmead. Objection, however, may be taken to the last work as it has been tinkered up by too many editors. Any such book should be supplemented by a study of legislative power and judicial authority in India as described by Cowell in his Tagore Lectures—a book which is thought so necessary for the Indian Lawyer that it is prescribed in Calcutta, Madras and Allahabad.

The History of law is an all important subject. A distinguished Jurist has observed—"Law and History are two good allies. I would fain have every lawyer a historian. Not the least of the objects at which the work of a University may aim at, with good hopes of accomplishment, is to make such wishes superfluous in the future. Meanwhile trespass in pursuit of knowledge is a thing rather to be encouraged. Professor Stubbs has shown how much we have to learn from the historian." Historical methods of study should, as far as possible, be encouraged that we may keep abreast with the times. The study of Legal History will throw light on and create an interest in every topic of the law. The studies of the student in English History for his B.A. examination will be utilised; for we must collate the relations of studies and not keep them apart as stray unconnected things. The best books on Legal History are those of Pollock and Maitland, Reeves, Carter and White. The last is a small and elegant manual which has very good chapters on "Constitutional Matters", "the Norman Legal System," "Common Law and Equity," and "Criminal Law." Digby's History of Real Property is also well worth prescribing—at any rate the chapters on Feudalism (Chapter 1), on Estates (Chapter 5), Modern Law of Real Property (Chapter 6) and on the History of Wills of Land (Chapter 8).

There remains International Law which after having long been taught in our Law School is now neglected strangely. The subject is indeed the culminating point of all law; and is of engrossing interest in the hands of a writer like Westlake who incidentally treats of "The Rise of British Empire in India from the point of view of International Law" and of "India in relation to Constitutional Law." Mr. Pitt Cobett in an equally small but charming work gives us leading cases in International Law with excellent notes from the works of Hall, Kent and Heffter. A study of International Law enables the student to understand much in History and Politics which without its help would be a mystery to him.

As for the book to be selected as a text-book of Jurisprudence most men agree in the opinion that Markby's book is written from a special point of view; and Holland is unsuitable for us as he is too concise and assumes the existence of an amount of knowledge which we have no reason to expect from the average Indian student. Sir William Rattigan's work is the most recent and is the only one which takes any account of our system of law and so is the most suitable. Austin's work cannot be displaced as it is an excellent example of lawyer like reasoning and even by its imperfect form and argumentative nature introduces us into the workshop of Jurisprudence where we can see its greatest genius at work. But one may be allowed to think that it is a mistake to lay undue stress on the first book which determines the province of Jurisprudence and to neglect his treatment of the Sources, Purposes and Codifications of law in the later books. However the chapters on the Utilitarian Ethics can be safely omitted by the student of Jurisprudence for says Pollock in speaking of works on "Naturanrecht," "Austin's second, third and fourth lectures appear to me to have no business where they are. They are not Jurisprudence at all, but Ethics out of place." This they are omitted in several Universities.

Finally to sum up, for the six works on law now taught to the students of the First LL.B. classes one would like to propose Austin, Rattigan, Westlake's International Law, Bagehot's English Constitution, Mackenzie's "Studies in Roman Law" and Cowell's Tagore Lectures. Besides to make the course easier as well as more interesting integral portions of these books and not the whole of them may be taught as the Calcutta University is in the habit of doing.

We now come to the course set for the second examination in law. One of its chief defects is that too many enactments are put in without drawing attention to adequate books in which the student may study their underlying principles. The chief danger to the study of law in a country in which the law is formulated in the shape of a code is least, all the legal learning of the student should be confined to a memorising of strings of sections. It is to discourage cram as far as possible that the Calcutta course omits portions of the Succession Act (Parts 3—5, 30, 31 and 35—40), portions even of the Penal Code and the second Schedule of the Limitation Act. On the other hand, text-books may be prescribed for these portions of legislation, *e.g.*, Henderson's Tagore Lectures for Succession Act (or at any rate its chapters on execution of a Will, its construction, conditional bequests and grant of probate). Instead of prescribing the bare sections of Limitation Act and Easement Act, Mitra's lectures on the subject should be recommended which are models of skill, labour and philosophic generalization. The subject of limitation appears so dry and piecemeal to the beginner that it needs sound help like that to get over his fright caused by this *bête noir*. In Hindu Law some examiners are now fond of leaving the high road built by Mr. J. D. Mayne to all questions out of somewhat old fashioned and ill-arranged books like West and Buhler's Digest. But if these examiners be made clearly to perceive that they are expected to put questions not only on the Hindu Law as it exists now but also in the historical process how it came to be what it is, they will find that they have no need to go out of the way for fresh questions since Mr. Mayne's monumental work is a store-house of learning and history.

In Equity more work remains to be done. Our present course consists of Snell's work, the Trusts Act, the Specific Relief Act and cases from White and Tudor. As to the first work so great seems to be the anxiety of Snell's Editors to keep abreast of the law in England that every scrap of English legislation is scrupulously put into the body of the book and the clear definition of principles is obscured in this effort to keep up with the floodtide of legislation. A better book hence and one which has clung to the main principles is Smith's Equity which is besides prescribed for the High Court Vakil's Examination and is much in favour with the profession in England. We here in India study Equity for its principles only. In Specific Relief Act Mr. Nelson's book should be recommended as its treatment is short, pithy and to the point. For, larger commentaries are in danger of obscuring the sense of that clear little Act of 54 sections. It cannot be denied that the Indian student does not mean to nor can he read hundreds of pages of White and Tudor's great work for the sake of a few leading cases. The examiners, knowing this, put questions which can be answered without any particular study of those voluminous tomes. A better course would be to prescribe either the "Students' Leading Cases in Equity" and to question the student thoroughly on them or to set the first three "divisions" of Underhill's work on Trusts and Trustees which will at once include most of the leading cases and serve as a valuable commentary on the Trust Act which is at present studied in its nakedness, and its magnificent generalization of the whole British Law of Trusts in a few sections cannot consequently be properly appreciated. The book is besides a text-book in the Calcutta University.

Coming to the subject of Evidence, the same complaint may be made; for the Act goes over the whole ground of Taylor on Evidence in 167 sections. Most of the Indian Commentaries on the subject are too scrappy and Mr. Amir Ali's great work it will never repay the student to read. Hence Best's work or a part of it must supplement the Evidence Act as the Calcutta University has already resolved. One can only wonder that our LL.B. student in the midst of so much other work is expected to find time to study the two volumes of Smith's Mercantile Law. As a matter of fact students now read the abridgments of Slater and Munro. Mr. Stevens's book short, clear and learned should be recommended and indeed is as much as they have time and energy to read.



The last subject on which I would venture to make any suggestion is that of the Indian Penal Code. The usual commentary supposed to be read on it is that of Mr. Mayne which extends over a thousand pages. This is equal to any three ordinary works on law. Hence either it should be divided into portions for the students' convenience (pages 316—648, 744—764 and 770—863 include most of what is valuable to us) or Mr. Nelson's compact and lucid book which is the text-book in Punjab on the subject should be substituted for it,—always provided that some English book on Criminal Law like Warburton's Leading Cases or some chapters of Sir J. Stephen's Digest should be read along with the Indian books. The first is the most interesting book on the study of Criminal Law; the second shows as much learning in the illustrations (each of which is based on an English case) as scholarly accuracy in the articles which defines the doctrines. In every branch of law we must go back for inspiration and instruction to English Law. It is the fountain-head from which alone we can derive fresh knowledge, light and guidance.



सत्यमेव जयते



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No. , dated 1902.

From—MR. JAHANGIRSHAH COOVERJEE COYAJEE, Esq., B.A., LL.B., Professor of Persian, Wilson College,

To—The President and Members, University Educational Commission.

I beg to lay before you, some considerations on Persian students as prosecuted here. It is trite knowledge that the Persian language has not received either at the hands of scholars or educationalists half the attention which Sanskrit has secured. The drastic changes already introduced in the Persian curriculum during the past few years and the long discussions attending them show that competent men are far from regarding our position as regards Persian studies as anything approaching the ideal. For my part, I have only ventured to put together a few of the principles which should underlie a vigorous prosecution of Persian studies. Even when I have discussed incidentally the selection of any particular book, I do not mean to criticise that choice in itself but to illustrate some educational principle which was followed or contravened by the adoption of that book as a text book.

To begin with the beginning, one cannot help thinking that in the schools more time is spent on bad prose than on good poetry, and again that a few hundred lines of the latter learnt by heart will supply the student with poetic images and with a good vocabulary of words. Some mastery will be gained over the Persian idiom, for in every language the idiom is best seen in its poetry.

Looking to the very low courses prescribed for the four School Standards by the Educational Code, it can hardly be said that any very good use is made of the four years spent at schools now. The employment of elementary books with their translations of words written under each line would much facilitate the studies by assisting the memory through association of ideas. Indeed this was the method once successfully employed to teach the Koran (difficult book as it is) to children; or a colloquial grammar like that of Ollendorf may be compiled to facilitate study. Another suitable plan would be to translate into Persian some portions of their Gujrati or English text books so as to give them a great facility for understanding their new text books and to draw their attention to a comparison of the idiom and vocabulary of several languages.

Moreover, there is great monotony in the text books and a monopoly is secured to the time honoured works of Sadi in Schools. But they are not interesting enough to excite curiosity and interest; and though their use was a matter of necessity in former days when books were rare and methods of teaching crude, we may now-a-days conveniently alternate them with such easy and interesting books as Hatim Tai's adventures, Jami's Yusuf Zuleikha, Bahar-i-Danish, portions of the Shahnameh and of Tuzuk-i-Jahangiri Ikhlak-i-Mohsini, Attar's Pandnameh, and Quaani's Gullistan. Several schools have already done something in the matter but the movement should be made general and as coming from authority. One great advantage secured by rotation of text books is that students who fail in their examinations (and they form a very large percentage) get something new to read for the next year; and at the same time, it certainly cannot be very pleasing to active teachers to have to teach the very same book year after year. A very pressing need is, not to trust Persian grammar to the tender mercies of chance compilers but to have a good one written for the schools, with a good philological introduction (which can be made very interesting indeed) a good chapter on syntax, which is at present very much neglected, and a classified collection of idioms in place of the few random strings of examples we now have. The ideal grammar should be so arranged in smaller and larger types that the same book may be taught to all the school classes and thus secure a fixity of ideas on grammar in the students' mind, besides assisting his memory in remembering the rules by the identity of the place and page where he has so often looked for them. The books' chapters should each be followed by a collection of questions and exercises so as to do away with the modern division, of books on grammar and books of Persian translation and composition. The result of the present seeming division of

labour is that rules of grammar and syntax taught by themselves appear useless to students while the exercises in translation and Persian composition are not supported and generalised by any chain of grammatical rules and reasoning.

Both in the school room and in the examination hall much greater attention should be paid to good translation from Persian into English. Its value in the study of Persian and indeed of English itself cannot be overrated. Sir S. Romilly observes "I translated the classics and endeavoured to form for myself a correct and elegant style. I translated to the whole of the Sallust and a great part of Livy, Tacitus and Cicero." Southey says "I believe, I derived great advantage from the practice of translating the historical books read at the Westminster School," and Lord Brougham relates of Robertson, the historian, that "translations from the classics formed a considerable part of his study. He considered this exercise as well calculated to give an accurate knowledge of our own language by obliging us to weigh the shades of difference between words and phrases."

In the Matriculation examination an undue preponderance is given to grammatical rules as such, somewhat to the neglect of a conscientious study of the classics. The consequences, are anything but desirable. Disregarding all rational considerations, for the students are supposed to be studying Persian not Arabic grammar, many of the compilers on the works on grammar now in use have entered into a disgraceful competition, striving who should supply the largest number of rules drawn from Arabic manuals, and have so sought and found popular patronage. This superiority of importance would never have been gained for the grammatical rules in the students' mind if there was a reasonable number of literary works prescribed for the examination to divert his attention in a healthier direction. As it is, the young student has too great a compass of choice as to his text books and no reliable guide therein. In any case, if such text books cannot be prescribed, let more passages for translation be set in the examination from classical authors to encourage their study. Then again, more question should be put requiring in the student a knowledge of the Persian idioms. We should remember that the pure Persian language has not a very great vocabulary nor yet does it labour under a plethora of grammatical rules, but it is very rich in idioms. I may add that a grammar named the *Lisan-i-Ajam* lately published, under the authority of the Persian Government and admirably written, gives us in a small compass all the analysis of the Persian language of which most of us, not expressly grammarians, stand in need, and it makes the subject of grammar itself interesting by its wealth of poetic illustrations. This book so popular in Persia should be taken by us as our guide herein and may well limit an ambition in that direction. Surely we do not mean to surpass the Persians themselves in the study of their language.

Let any one compare the question papers of the Matriculation examination of the recent years with those of the years when those unrivalled scholars and educationalists the late Professor Hairat and Mr. Rehatsek were examiners and he can see how grammar is being increasingly resorted to for questions in the Matriculation examination. It was the practice of Professor Hairat to put grammatical questions in the B.A. examination but even there it was only one question among several of philology and of translations of English poetry into Persian. Higher authorities than Hairat or Rehatsek, I could not cite in this matter. The Calcutta University has most wisely reserved a fifth paper in their M.A. examination for grammar, prosody, rhetoric and Arabic idiom. On our side we thoroughly soak the student in grammar for the Matriculation and then leave him to dry never troubling him in that matter any more. Let a student here cram a couple of stiff grammars for his Matriculation examination and he is insured from grammatical fatalities for all time to come. A similar complaint may be made about the Persian prosody. It is studied with some hurry and much anxiety for the Previous examination and is then heard of no more.

2. Let it be laid down once for all that difficulty of diction and a foreign idiom are decisive marks of disqualification and should serve to repel not attract selection.

In England we now prefer books written in the pure manly Anglo-Saxon diction to those which are full of stilted Latinisms. An analogous movement

is on foot in Persia where men have come to discover the richness and copiousness of the native idiom. We have but too little time at schools and colleges to teach everything in the Persian literature; but let us devote the little that we have at our disposal to teaching what is most characteristic in that manly and noble literature—its beautiful poetry, high mysticism, and spirited history; and the manipulation of a simple and elegant idiom in its infinite variety to serve these subjects. This aim once attained the student will be so well grounded that he can explore even the most obscure and less important authors, with the sole help of a dictionary; for there is no shame in using a dictionary. But to try to make him master of the dictionary from the first is to disgust him with the whole Persian literature and to generate in him the sentiment of Byron:—

“Then farewell Horace whom I hated so.”

No student of Persian literature can avoid the sad reflection that half the power of its best poets was wasted in eulogising niggardly patrons and princelings. The great poets rated at their real value “these painted things of sabre sway” and were at their wits’ end what virtues to discover in them to praise. Finally they solved the problem by putting together a pompous style laden with metaphors and hyperboles. If only out of our respect for these poets, the larger part of such compositions should be kept in the background; but if we must needs intrude them let the best of them with Anwari at their head be chosen if only for the reason that they can be read with ease; for the odes of Salwan and Urfi are now acknowledged on all hands to be beyond the capacity of students of the B.A. class to study. However high Salwan may rise in his lyric Diwan, his Kasajds are devoid of subject matter really poetic. These books are however a characteristic feature of Persian literature and as such they have to be studied. Hence some of them may be set for the M.A. students who are expected to have acquired a general acquaintance with Persian authors. But as I said, Anwari and Faryabi’s are almost the only series of Kasajds which can be safely placed in the hands of under-graduates for they are very simple and convey much collateral information.

The epics of Persia especially those of Firdausi and Nizami should always be represented in our curriculum. They contain merits of the dramatic epic and didactic variety of poetry. They are storehouses of national legends, spirit and patriotism, they are the backbone of Persian literature. It would be as easy to dispense with them in Bombay as to dispense with Homer and Virgil in Oxford. Of them or of the chief classics like Hafiz Attar or Rumi, it can never be said that we have read them too long and should not turn to lesser poets. One cannot be too long in contact with such vivifying influences, nor can one exhaust the mental nutrition and inspiration supplied by their matchless genius. In our University Shakespeare and Milton have been read for this half a century now, and yet no one has been found to propose that by this time they have fairly grown stale and that we should turn for new inspiration to the heroics of Blackmore or the plays of Colley Cibber. The galaxy of the dozen or so Persian authors, including Firdausi, Nizami, Khayani Anwari, Hafiz, Roomi, Attar, Amir Khusran, Sanai, Khakani Foryabi and Jami should always shed their happy influence on the student of Persian if he is to succeed in his efforts.

A second-hand philosophy contained in compendia bristling with a strange and repulsive nomenclature can be only of an inferior educational value, especially if the system figuring in it have long since been exploded. Persia possesses indeed a genuine philosophy of her own but that is of the mystic variety and is contained in books like the Nefhat-ul-uns, the Dabistan and the Khish-tab. Above all the mystic poets are the chief fountains of it and so we must regret that we have turned our back on them. A few pages of Roomi are worth far more than these insipid compendia called “Ikhlaks” in which scholastic ideas have permeated through numerous foreign media and which quote (and ever misquote) Aristotle and Cicero at random. Even of this school, we have not the advantage of studying the best representative, Gizzali. His Kimia-i-Saadat would do credit to any country and with its great merit is proportionately easy to read. Nevertheless one or two of these writings may be set in alternate years for M.A. students as was the case some years back.

No reasonable grounds can be assigned why we have been neglecting the study of the history of Persian literature in the B.A. classes. The students of English and Sanskrit literatures are supposed to have read the history of these studies. It alone can unify a study and arouse interest in it especially when our efforts after it are scattered over a number of years. The history of the Persian literature *vide* Ouseley's Persian poets and the history of Persian literature in the "Literature of World" series) can be made as interesting as any other. These are already good books on this "most fascinating of subjects" (as Dr. Johnson called it) and we have only to create the demand for them to obtain a supply. For the B.A. class only one epoch should be prescribed; while the M.A. students ought to be made to study the whole of it.

It would be desirable to test the Persian style and miscellaneous reading of the students at college by exacting an original piece of composition on some general subject at each examination.

The present fashion of dividing books into aliquot parts for the convenience of students in successive years cannot be upheld; for it is impossible that such arbitrary parts should coincide with the real division of thought in an author's works; while those students to whose lot the first portion falls have to content themselves with studying the introduction and preface with the dedication and beginning of the book. Instead of that, a better arrangement would be to select the best odes or parts of a book and to study them not in their alphabetical order but in the chronological order or that of merit or subject so that the various pieces should throw light on each others meaning. A result of the present system is that at the end of his college career the student finds that he has not followed out the entire line of thought of any writer but has perhaps read only the introductions or the tag ends of books.

Hitherto, there has been no regular scheme according to which the text books in the four University classes are to follow each other in the natural and proper order. At any rate, it is best to have some intelligible principle at the base, to work with some plan rather than get up a series of patch work. The studies should proceed further with a systematic growth in the order of difficulty, each stage leading slowly on to the next higher one by imperceptible gradation. The first-year student should be taught only some of the rich romances like those of Jami and Nizami and some biographical works, so as to create a general interest in the history and literature of Persia. In the next class, we proceed to some lyric poets and to epochs of Persian history and thus take a material progressive step. Later on for the B. A. student Persian books on Indian history, more lyrical poetry, with at least one of the mystic poets, the *facile princeps* of them all, Attar, should be added. Later on I shall state my reasons for so insisting on a study of Indian history through original Persian documents. To the M.A. students, who have to attain a high standard of excellence, may be assigned some Kasais, the mystic poets, a few philosophical writings (like those of Ghasali whose fame is worldwide and is a matter of history), a complete course of the history of Persian literature, and perhaps some of the better known collections of Epistles, which at this stage may well take the place of a direct teaching of biography. For, by this time, the student has had a grounding in history, political and literary, and in Sufic mysticism. The recognised histories of Asia like Habib Ussiar and Rausat as safa may be taught at this point with great advantage or, in lieu of the epistolary composition, occasionally the study of some of the present-day Persian writers should be prescribed, since the idiom of the older books is no more current coin in the native land of Persian literature.

I shall now propose in greater detail the different sets of books for the successive college years. (1) Those who enter the portals of our University should begin with reading Persian biographies and romances; for these can elevate their imagination, attract attention and impress the Persian cast of literature on their minds. For the former, I need only mention as specimens of a high order, Mirza Mehdis Jahankusha-i-Nadiri, (a history of Nadirshah) portions of Yezdi's Sharfnamah (a history of Tamerlane) Aurangeb's interesting letters, Tuzuk-i-Jahangiri and the Savaneh-i-Umri of Alibazin which, as painting the life of one who was the beau ideal of Oriental Scholarship, presents infinite riches of anecdote, incident and criticism. As the best of romances

I can pick out only Firdausi (for his Yusuf Zulaikhan) Jami, Nizami (for his entire Khamasa) Fakrudin Jurjani for his Wais wa Ramin. Faseh Jurjane's Wamik wa Uzra from among a host of rivals.

2. By this training we shall have prepared the student for appreciating the wealth of Persian lyric poetry like that of Hafiz, of Zuherexdin Faryabi (simple yet elegant) Adib v Sabir (a writer of rather longer, but more thoughtful lyrics) the unrivalled epigrams of Khayyam the odes of Sadi, the almost prophetic force of Hallaj and Maghrabi (known to Europe as Ibn Arabi). His historic curiosity will find scope in Fereshta or Tabari (considered to be the earliest and purest specimens of historical style in Persia), for history fitly follows a study of biography. While biography draws attention to history, history explains biography.

3. Thus equipped, he can appreciate, the subtle compositions of Khakani and Salman's "magic verse" or follow the higher flights of the Diwan of Shams-i-Tabriz or Amir Khusro. The didactic poetry of Nasir Khusrao and the mystic charm of Attar will give him insight into the Sufic modes of thought which characteristically tinge the whole literature of Persia. Saib will show him an entirely new and modern development of lyric poetry. While at this stage where he has to read Indian history for his graduation examination, he will be helped to an interpretation of it by his study of the Mirat-i-Sikandari, Tarikh-i-Babar or the Sayar-ul-Mutakharin. His knowledge now grown to respectful dimension he can digest in the light of the history of Persian literature, an epoch of which he will now have to study.

It is unfortunately but too true that compared to a study of modern languages, the study of the older languages is perpetually losing its importance. To keep up a living interest such books should be prescribed as can be shown to have value from other than a mere linguistic point of view. The real history of mediæval Asia and India is yet to seek and its sources are to be found eloquently written in the pages of the Persian history like Tabar or Fershta. For us Indian students there are rich means of such well written histories the Tarikh-i-Kashmiri, the Tarikh-i-Dakan (which adds much to the history of Deccan as narrated by Fershta), the Mirat-i-Sikandari (which illustrates three centuries of the history of Gujrat), portions of the Ayneeni-Akbari, the pages of Abulfazal, and the Siyar-ul-Mutakhar in which a valuable commentary on the early history of British India. It would be too much to enumerate all of these writers; but I may say that this is the way to connect a study, and indeed a system of research in Indian history with the promotion of Persian studies. An enthusiastic interest can this be excited in Persian literature, for the Persian studies are as a matter of fact thought practically useless. By this procedure we will put the college studies in connection with each other. The question may indeed soon come up whether these old languages are to be continued to be taught at all and none will be spared which cannot render a good account of themselves by promoting some such obvious utility.

Let us now see what will have happened in these four years proposed study. Romance in the Previous class has led him on to lyric poetry to be studied in the Intermediate class, and this in its turn passed him on to mystic verse. *Pari passu*, his study of biography has been generalised into the history of Asia and again specialised into the study of Indian history.

4. As I have already said, the M.A. student must show a general acquaintance with the literature of Persia.

So much has been said about specialization of studies that it is best to remember that in an Indian university as now constituted that process can only begin at the M.A. class; for a man must know something of everything before he can learn everything of something. Unfortunately a good many years are wasted in the schools. It may be incidentally mentioned that economy of time may be easily effected in some ways: (1) Too much time is taken up by the purely Vernacular schools, which sacrifice of time is a relic of the old notion that education was to be conducted through the medium of vernaculars. (2) Several subjects, (e.g., arithmetic, history and geography) are therefore taught twice over in the higher classes of Vernacular schools and the lower ones of the Anglo-Vernacular schools. (3) The separation of what is here called the Pathmala (exercise of English grammar and idiom) from



English grammar adds to this duplication of studies. (4) In the college years too much of geometry is taught. Because as a mental exercise four books of Euclid taught with proper riders would be sufficient, while in our present system of study the isolated study of trigonometry in the Intermediate class can form no homogeneous part. Sooner or later it must share the fate of its sister study of statics, *i.e.*, it should be handed over to the mathematics group of studies for the B.A. men whose business it is to study such things. The study of physics can be relegated to the schools—for as it is, they are studying to more complicated sciences of mechanics and chemistry; and physics deals with things which are much more common and interesting. In the space thus cleared in the Previous and Intermediate classes all the B.A. compulsory work could be brought in. The B.A. students could then take up special subjects for uninterrupted study; and the men who go up for the M.A. examination may do the higher and research work. The B.A. examination should in that case be made into a series of tripos examinations as in Cambridge.

If all this cannot be achieved, at any rate the M.A. studies in literature group should be added to and strengthened for it is hardly fit that a man who has studied four small English books and an equal number of Persian ones, should for this very very moderate exertion, be decorated with the greatest degree in Arts our University has got to confer. Our literature M.A. is become a byword and a reproach to us. The M.A. students know this as well as anybody. Most of them take up literature and go up with only one year's study confidently. Their foresight is justified; for while the greater number of them manage to slip through, students of other subjects who took more time to study them meet with results far less happy. That our University which is so jealous of its reputation should let such a state of things be is a matter of surprise. To remedy this, at least for the Persian students, an epoch from Firdausi should be prescribed to him which he has to study both from a linguistic and a historic point of view in the light of modern researches and with the help of such manuals as Rawlinson's. Add to this any one of the mystic poets, Roomi, Sanai, etc., which he is to study thoroughly so as to be able to give a critical account of his author. He should read at least one collection of Epistles like those of Abulfazl or of Jami or of Mirza Mahdi the Munshi of Nadirshah—Persian edition). It would be of the first importance to exact some colloquial mastery of the Persian idiom from him. Here too, room may be made by a judicial system of rotation of studies for the better sort of Ikhlaks and Kasaid.

Some knowledge of the present state of literature in Persia is also absolutely necessary, "For to read only of the past is to be always out of fashion and as uninteresting as an old newspaper." For the present day Persian literature has acquired a style of its own. In the course of four centuries that literature has got rid of involved sentences, verbal puns and its shoals of metaphors and hyperboles. The new writers show a more critical and judicious spirit; though certainly the poetic fire of Iran has greatly relaxed its fiery heat. Still much good poetry is written. I may enumerate here a few of these modern lyric writers. I name only those whose works are very well lithographed and easily obtainable. On the roll of honour stand the names of Yaghlmai Jandaki Jaihoon Isfahani, Shaibani, Sharari, Sadik, Bakir Ispahani of Mustak of Kirman, Raji of Ispahan, of the Indalib of Kashan, Mahmad Khan of Desht, Dawar of Shiraz. Many of their compositions are of the most chaste and unobjectionable nature and could safely be put in the hands of the youngest people. Aka Mahamad Jafar surnamed Shola has won undying fame by writing on the old theme of Khusro Shirin with a surprising freshness and invention. Didactic poetry has not been lacking in workers like Mirza Abbulhasan who has taught, not preached, natural theology in his "Salsabil," while Wakar of Shiraz at once makes us love virtue and enjoy the beauties of nature in his "Marghzar." Neither of the royal poets Fathali Shah and Nasirudishah have been wanting in merit in their literary productions, they evidently knew Babar's advice "The style of Kings should be the King of styles." But before I press the claims of these new aspirants to fame I should mention that even a large number of classical writers have not yet been touched in our colleges; and should certainly be thought of when yearly changes are proposed to be made in the text books.



When the reform is taken in hand, it will be best to begin a study of this fresh and instructive literature from the lowest rung of the collegiate ladder, so as to make the student perceive the differences between the old and new style and idiom. Too much has been done in the way of putting old wine in new bottles. I would name only those of the highest reputation :—Kaani, Hilali, Nasir Khusro, Ansari, Nasir-i-Tusi and Menuchehr Damgrani.

As for histories, I believe I ought to supplement my somewhat short list given above with the following names of books of which some are old, but the most of them are modern.

The *Tarikhnamai Danishwaran* (Persian edition), the *Tarikh-i-Muajam* (Persian edition), the *Gulzar-i-Asafiya* (a history of the Nizams of Hyderabad, published in Bombay), Abulfaraj Isfahani's *Tarikh-i-Muluk-i Arz*, the *Tarikh-i-Bijapur* (Hyderabad edition), the *Alamgirnamah* (Calcutta edition), the *Tarikh-i-Turk-taran-i-Hind* (a very complete history beginning with the Mogul period, and bringing us down to the British period. This last is a book written in the purest Persian idiom and is published in Hyderabad), the *Tarikh-i-Firozshah* (Calcutta edition) and the *Tarikh-i-Babari* (Bombay edition), and last but not least the *Nirangistan* (Bombay edition). The *Nasikh-ut-tawarikh* (Persian edition) is now much esteemed in Persia, and so are two eminently readable and instructive works the *Farsnama* and the *Asar-i-Ajam*, the latter of which is written under the patronage of the Persian Crown.

To pass to another subject, it would be difficult to represent to those who have not seen them, the state of the scrappy collections of unconnected poems or rather lines which have been dignified with the name of Persian anthologies. I allude to the *Atiskadeh*, the *Tezkirat-us-Shora* and the *Jawahir-ul-Ajabb*. What, one may ask, would be thought of an English anthology which gave the lives of the poets in the conveniently brief space of from two to ten lines and as samples of their poetic style favoured us with a dozen or two dozen lines taken at hazard from entirely unconnected portions of his works; to make the parallel more complete we must suppose that the compiler adds on at the end some hundreds of very indifferent lines of his own. It will thus be evident that these books cannot by themselves make very suitable text books; but for that reason they need not absolutely be rejected from our curriculum as they can supplement an intelligent study of the history of Persian poetry and indeed do in themselves from tolerable skeleton histories of the subject.

On the subject of anthologies it must be acknowledged that the books prescribed by the Allahbad University cannot be praised too much; they are much like Hale's longer English poems. The extracts given are from the best authors and are large enough to introduce the reader to the general spirit and excellence of the writer. Indeed one may be allowed to think that no harm would be done by bodily adopting such books in Bombay. The system of teaching by such books of extracts may not however be implicitly relied upon; for it fails to form in the student the habits of judging of and selecting literary beauties for himself. Again the habit of reading by dribblets is soon formed and the student ceases to think of his book as an organised and integral system of thought and regards it as a collection of stray, beautiful fragments. He is thereafter constantly attending to these delicate scraps and the usual plain texture of literature has no charms for him. His is the fate of the man who has been fed on delicacies all his life. The method has however many advantage to recommend it; for by it the greatest variety of literary styles can be procured for one's study without taking up too much of his time. Moreover the magnitude of some of the Persian books (mostly of the histories) and the very different values of their parts would recommend the practice as would also a desire to spare the purse of students. The best method is to combine the two systems as is done in Calcutta where selections are prescribed for the lower classes at colleges but entire works are set for the higher examinations.

I would also make some general suggestions.

The examiners in each subject should be appointed for at least five years so that there should be some uniform scale of marks for a number of years. The argument the other way is that younger people should be "given their chance" of becoming examiners; but the fortunes of so many hundreds of

students are in the hands of examiners that a good examiner when found should not be lightly parted with. It should be remembered that examinations are instituted for the good of students and not for giving any "changes" to any set of men who are not students.

Then again, lists should be published of men on the Committees of the Syndicate for selecting books and any suggestions made by any of them should be recorded against their names so as to bring a sense of public responsibility to bear on them. This procedure is already followed in many universities. We might add, that following the example of other universities, ours should see that the books prescribed are to be had in proper numbers and carefully printed.

It would be well also after each examination to give out the highest number of marks and the average number of marks got by examiners in the different sets of second languages; for often honest students are disappointed either through the examiners in their own language turning out particularly niggardly or those in another language turning out prodigal of marks.

Indeed if this system could be extended to each subject and examiner, a wholesome check would be provided on the idiosyncracies of examiners. Besides, the examiners should be required to report on their work making mention of the strong and weak points observed in the examinees of different colleges in their various subjects.

The style of teaching at colleges should be distinct from that which is fit for the schools. In England, for example, a classic author like Cæsar would be taught in schools for its language at colleges for its ideas and his tonical treatment. Its motives of writing, structure its geography, chronology, and sources would all be laboriously expanded. But in our colleges our work on Persian classics is mostly of the school variety.

Indeed it cannot well be otherwise. For the Greek and Latin or Sanskrit works are well printed and have scores of good annotated editions. Our Persian books are miserably lithographed and even if any crude notes are attempted, they are such as by their jargon to accumulate rather than to solve difficulties.

It follows thence that the Persian Professors have needlessly to devote their time to minutiae which in books of other languages would be supplied by the printed notes.

It is to be noted that the Bombay Sanskrit series alone can show about 40 very well edited books, while we have none.

There is no good etymological dictionary of the Persian language to be had. Even the recent attempt of Dr. Steingass of Munich is defective. The work should only be undertaken by one who knows Zend, Pehlevi and Arabic well and who is not overawed by the magnitude of the work or by the size to which the work will assuredly grow. This last was Dr. Stringass's difficulty. A dictionary of Persian idioms with their English equivalents is yet to be compiled. No Persian-English dictionary gives quotations to show the use of the words; Vuller's dictionary does supply us with quotations, but it is available only for those who can understand Latin. Mr. Hughes's efforts to bring out a Classical Dictionary of Persian mythology and references is imperfect as giving us only the Islamic allusions and even so his articles are hardly full. Since the Government will not now directly publish educational works I only mention these matters as things which all wish for but not as what I hope for or as what I would venture to suggest.

In closing it would be ungrateful not to acknowledge the services rendered to the cause of Persian study by the authors of the late changes in the Persian course in Bombay. It was their merit to have seen that the system of keeping to only a few books year after a year was leading to stagnation. No first experiment in a entire new election of books can ever be expected to be perfect; but the principles laid down by them may be applied and extended till we can arrange a rotation of standard books which can afford an agreeable variety of sound mental food to the student. If the lists of authors I have put in for each class appear too long it should be remembered that they are meant to supply a number of such successive changes.

Dated the 1st March 1902.

From—D. G. PADHYE, Esq., M.A., Principal, Gokuldas Tejpal High School, Bombay,  
To—The Honourable Mr. Justice N. G. CHANDAVARKAR, B.A., LL.B., Member for  
Bombay, University Commission, Bombay.

I HAVE the honour to forward herewith a representation for submission to the University Commission.

I am sorry I could not, owing to indifferent health, submit the same earlier.

If called upon, I shall be happy to give oral evidence on any day you name.

## THE UNIVERSITY COMMISSION.

### PAPER SUBMITTED BY MR. D. G. PADHYE.\*

There can be no doubt that on this side of India too, there is a wide-spread feeling, that the time is come when some decisive steps should be taken to mark a distinct advance, both in regard to the constitution of the University and the sphere of its operations. There is, however, no positive discontent, nor any feeling of keen disappointment in regard to the results, so far achieved. If anything, Bombay is known for its practical good sense, and public opinion here recognizes that the temple of learning must take its time to build. High learning and original research are, no doubt, eminently desirable goals; and no University can justify its existence, which does not, of set purpose, aim at attaining them. They must however take time to spring up and develop. Nor would it have served any good purpose if, in transplanting the system of Western education in India, an attempt had been made to act up to that ideal of a University, which would make it a mere assemblage of learned men, or of teaching institutions aiming principally at the highest achievements in learning. The more modest programme of providing a common test, so as to guide and unify the efforts at education, made in scattered institutions at scattered places, and of aiming primarily at securing a necessary minimum of liberal education, had both its use and justification in the circumstances of the day. Nor have the graduates of the Bombay University been failures, as such, whether from the literary or the moral and political point of view. They are, speaking generally, gentlemen of culture, equipped by their education with a fair degree of those virtues and attainments which make up a good citizen and leader of society. They make good lawyers and doctors, capable servants of Government and sound practical men of business. If the standard has, of late, gone down a bit, the reasons are not far to seek, as will appear hereafter. Society is the richer and more elevated for them. The impression they make on outsiders is generally favourable; and on this side of India, we rarely hear repeated the complaint, so often made in other provinces by Europeans as well as natives, that the *alumni* of the University are mere book-worms, with perverted notions, imbued with vanity but possessing neither a literary nor a moral stamina. Thanks to the ideal bequeathed by men like Sir Alexander Grant and Dr. Wordsworth, the standards of our various University examinations have been high enough; and the party which, in one way or another, seeks to lower them, is still in the minority at least in the Senate of our University.

It is for this reason that we would work out our destinies ourselves. It would not be amiss to refer here to the apprehension, that one result of the present enquiry might be a centralization of University control and the enforcement of a dead uniformity, by mandates coming from quarters out of touch with local traditions and aspirations, and unacquainted with local needs and requirements. Bombay feels that it will lose if its system of University education were to be controlled from outside, or to be assimilated with that of other provinces. It would, however, welcome any help or impetus that may

\* Mr. D. G. Padhye, M.A., Principal, Gokuldas Tejpal High School, Bombay, Fellow of the Bombay University, some time acting Professor, Elphinstone College, for eight years a University Examiner in one subject or another, etc., etc., etc.

come from the Imperial Government for the reform and advance on which it has set its heart. In fact, the appointment of the University Commission could not have anywhere raised greater hopes than in this Presidency.

I suppose I have made it clear that what we, in Bombay, long for is no revolution but reform, no supersession of the existing system but its extension, no rebuilding from the foundation upwards, but the raising up of the structure, so as to ensure the advance for which the past has prepared us. We feel that we should no longer content ourselves with a University which merely examines and grants degrees indicative only of a necessary minimum of liberal education. The time is come, when it should, in addition, directly encourage the pursuit of learning for learning's sake, and foster thereby such growth of high scholarship and original research, as would be the becoming fruit of the general culture, sufficient for ordinary purposes, which, it has been, and must continue to be the means of spreading amongst the people. Such extension of the functions and the activities of the University necessarily requires the co-operation of Government and the general public; and the movement must needs be a many-sided one. And that is why it would be difficult to lay down any definite cut and dry scheme. I, for one, would content myself with making the following suggestions, which, I trust, may well be taken to represent the hopes and aspirations entertained in this direction, at least among the educated classes of this Presidency:—

*University Fellowships and Professorships.*—Attached to the University and under the direct control of the Senate should be Fellowships and Professorships, tenable for definite periods, the holders being eligible for re-election, the Professors to be recruited from amongst the most renowned *savans* of Europe, and the Fellows, from amongst such *alumni* of the University, as take its highest degrees and show talents and industry of an uncommon order. They should all be specialists, and their duty should be the two-fold one of continuing their own studies, and of giving from time to time the fruits of their labours, at their choice in the form of permanent contributions to literature, and compulsorily in the shape of regular series of lectures, one for post-graduate classes, and the other, for advanced students, still studying for their degrees. The latter could well be held in the long summer and winter vacations, one of which precedes our yearly examination-season, and would therefore enable students from all the colleges in the Presidency to come down to Bombay and receive a finishing stroke, so to say, to the preliminary coaching up, they have received at their respective colleges. These lectures should always be published so as to give their advantage to those who cannot come and stay at Bombay for the purpose. These University Fellows and Professors must, of course, be well paid and debarred from taking any other engagements; and the goal should be to congregate them in one and the same compound, apart from the busy world, and forming a fraternity of their own, devoted to the single service of the Goddess of learning. It would be of advantage to exact bachelorship, at least in the case of Fellows, as a condition precedent to election. The Professors from Europe would, under the scheme recommended, keep Indian Universities in close touch with the progressive West. The Fellows would be the means of direct encouragement of learning for learning's sake amongst the *alumni* of the University; and from amongst the best of them may be recruited our higher educational services. The lecture-series for post-graduate classes would tend to raise the general level of literary taste and attainment, whilst that for the undergraduate classes would produce a closer association between the "affiliated" colleges and wipe away the reproach that our Universities are mere examining bodies, exercising little influence for good on the teaching and the *morale* of those, it examines and grants degrees to. The want of some such active encouragement to the best products of our Universities is probably the most crying grievance of the day. If originality of thought and high scholarship have not yet developed amongst the graduates of our University, the reason necessarily is that our literary classes are proverbially poor, and necessity compels them early to take to business. The literary profession has hardly begun to pay, and amongst those who have wealth and leisure the taste for learning is yet to spring. It must, therefore, be made worth the while of our *alumni* to lead the life of a student, as such, and no half measures would do any

good. Thus, for example, our Wilson Philological lectures are total failures, and the prizes for original essays awarded by the University do not call forth even a competition worth the name. The so-called Daksina Fellowships, we have, are, in reality, scholarships for the M.A. and the LL.B., and hardly deserve the name given.

*Funds.*—The scheme, of course, requires funds, and these should come, and I hope, will come from our merchant princes and millionaires. But the beginning should be made by Government. Whatever arguments it may be possible to urge in defence of the withdrawal of all Government aid from the University, as is the case with us, there can be hardly two opinions as regards the obligation on Government, in a backward country like India, to actively help such efforts at higher attainments in learning, as University Fellowships and Professorships of the kind, described above, aim at. In India, learning has always had a liberal patronage at the hands of her kings and emperors, both under Native and Mahomedan rule.

*Professors at our Colleges.*—The very success of an effort of the kind, delineated above, requires the maintenance of a high level of talent and attainment amongst the Professors of our colleges. We have had some excellent Professors, to wit, Sir Alexander Grant, Dr. Wordsworth and Dr. Bhandarkar. The complaint, however, is that whether owing to want of care on the part of those who select, or on account of the fallen rupee, the Professors imported latterly are of a distinctly lower calibre than their predecessors. The evil is aggravated when men whose best years have been spent as Head Masters or Inspectors of Schools, are put temporarily or permanently, in professorial chairs. I am one of those who would always import, for all subjects save oriental languages and perhaps, Mathematics and Philosophy, our Professor from Europe. But the worst European graduate is not better than the best Indian graduate and I would rather have the best Indians as our Professors than the mediocrities so often sent by the India Office. This is the reason why strong objection is to be raised to Government insisting, as they often do, that our Provincial Colleges shall have at least an European Principal, as a condition precedent to a grant-in-aid. The limited resources at the command of some of our Provincial Colleges have thus failed to be utilized to the best advantage. They cannot pay well enough to have a European Principal of first class merit, and on the other hand, what they pay to have one, leaves not enough to secure the best natives for the remaining Professorships. It is an open question whether colleges, with strained means like this, and therefore, poorly manned, had not better, in the interests of liberal education itself, cease to exist. The University may do well to exact a certain standard before it permits colleges to be affiliated to it.

*Outside Examiners.*—The only influence our University exercises on the colleges affiliated to it is through its examinations and the standard of attainment it enforces through them. The general tests are laid down by the Senate on the recommendation of the Syndicate, and I believe little fault is to be found with either body so far as the fixing of the courses for the various degrees is concerned. The appointment of examiners vests in the Syndicate, and it generally exercises its discretion with due circumspection and wisdom. But, I believe, that the very system of choosing the majority of the examiners from amongst those very persons, whose teaching in their respective colleges is to be tested, is essentially a faulty system, and has often proved a fertile source of reasonable complaint. Almost every Professor has his predilections and his students have a decided advantage in the paper set by him. Apart from this and the possibility of nepotism involved therein, the system, as it obtains, leads to cramming, the students in the various colleges making it a rule to take down and learn by heart the notes dictated in his class by the Professor, who has been appointed an examiner. I do not recommend the total exclusion of all College Professors. That would mark too great a divorce between the teacher and the examiner; and it would not be easy to get competent examiners in sufficient numbers from amongst outsiders. It would, however, be an easy compromise to make it a rule to associate with Professors an equal number of outsiders, and, as far as possible, to appoint the former as examiners in those subjects only which they have not themselves taught at least during the year they are examiners. I would also have the examiners chosen for a definite



number of years, from three to five. This will go far to secure an uniformity of standard and would also make it worth the while of capable outsiders to devote the time and labour necessary to become competent examiners.

*Practical proposals.*—The suggestions made above may claim the merit of being practical. The highest ideal of a University would surely be an integrally united association, at one and the same place, and in close touch with each other, of the controlling and examining agency and the colleges affiliated to it. The establishment of different Universities at different centres must necessarily be for a long time a dream of the dim and distant future. Even the full development and equipment of our Provincial Colleges must be the work of time. That is why I would, for the present, content myself with attaching higher Professorships and Fellowships, of the kind delineated above, to the University rather than to individual colleges. And out of one ideal University others may spring up and develop, as times advance, into institutions self-subsisting and self-sufficing, as do self-governing colonies out of the mother-country.

*The Moral Influence of College life.*—In the suggestions made above prominence has been given to what may be called the primarily intellectual side of the question. Of scarcely less importance is the question of the moral influences, like those at Oxford and Cambridge, which may successfully be brought to bear on the development of character, whilst the students are going through the University course. The feeling in Bombay on the question of moral, if not also of religious education, is keen enough; though we are not slow to recognise the potent influence for good which can be successfully exerted on the heart as well as the mind, by instruction at the hands of efficient teachers of exemplary character,—of teachers who by a living and all-pervading interest in their students, can minimise the evils of the policy of strict neutrality enforced by the conditions of India,—of teachers of the calibre of a Grant, a Wordsworth or a Selby. Much could undoubtedly be done in this direction by developing the system of residency quarters, for the teachers and the taught together, by promoting a closer association between them, by locating colleges at some distance from the busy world, and insisting upon the Principal and the Professors a higher ideal of their duty than that which would confine it merely to the coaching up of the students in the class room for the University examinations. Religious education, as such, cannot be given unless in denominational institutions. But at colleges, at any rate, there are no insuperable difficulties in enforcing a due combination of the right training of the heart with that of the mind. This, it is high time, should now begin.

*The constitution of the University.*—With the manner in which the affairs of the University are, in fact, managed there is hardly any cause for dissatisfaction, though the feeling in Bombay is that the times have out-grown the constitution, as originally defined by law. It is the personnel of the Senate and the absence of any definite obligations on the Fellows as regards which there is reason to feel greatest dissatisfaction. The number of our Fellows is too large and they form a body too heterogeneous. University Fellowships have been hitherto bestowed upon in the same fashion as other civic honours in the gift of Government, and as a necessary consequence, there are in the Senate gentlemen, worthy in other respects, but with no title to sit on a body entrusted with so responsible a duty as the control of the higher education of the Presidency. So many of them hardly ever attend, unless when a good deal of canvassing is resorted to on questions of a personal character or of a nature raising party feeling. On such occasions the usual absentees muster in unexpected numbers and sometimes help to over-rule and out-vote what otherwise would be the majority of those who can think for themselves and who alone constantly take interest in University affairs. The evil is minimized by the fact that what may be called the honorary and ornamental section of the Senate hardly ever troubles itself with such matters as fixing the standards, etc., and has the good sense to use discrimination enough to elect for the Syndicate only such men as are fitted by education and pursuits for the duty. The system, in itself, however, stands condemned. The obvious reform would be (I) to fix a maximum for the number of Fellows and yearly elect only as many as there may have been vacancies by death or otherwise; (II) to impose conditions enforcing attendance by some such rule as that non-attendance at three consecutive Senate

meetings should involve discontinuance of Fellowship ; (III) and for Government to take care to nominate as Fellows only men of recognized educational status and merit, exception being made always in favour of those who are actively associated with the management of educational institutions, and for obvious reasons, in favour of those who give munificent donations to the University and thus indicate a living interest in the cause of education.

Discrimination in the choice and enforcement of regular attendance, as a necessary condition of continuation of the honour, should prove means sufficient to ensure all that is necessary for a capable Senate. I would, however, have Fellows appointed for life. If anywhere, it is in the management of a University that continuity of policy and life-long interest should be ensured. Let the honour of a Fellowship be made dear ; but let not its dignity be lowered as would inevitably be the case if Fellows could be made and unmade at will.

*The Electoral Franchise.*—If the choice in nominating Fellows has not always been a happy one, the blame rests almost exclusively with Government. No such complaint can be made as regards the qualifications of those whom the newly created graduate electorate has returned from year to year. The discrimination with which the franchise has been exercised justifies the demand for its extension. And I suppose, a corollary of the withdrawal of all Government grant to the University ought to be to further strengthen the elective element in the Senate. Half the number of new Fellows may well be allowed to be elected, the other half being nominated by Government. The right to elect was at first given to holders of the highest degree in any faculty and to holders of any two degrees. A year ago it was extended to all graduates of over ten years' standing. The electorate has in consequence become too unwieldy. The wider the electorate, the greater the room for canvassing. I would limit the franchise to holders of two degrees of more than ten years' standing and to holders of one degree of more than fifteen years' standing. Men of capacity would then only think it worth while to undergo the trouble and worry of an election.

*The Syndicate.*—The Syndicate ought to be, in the main, elective, and if the Senate is what it ought to be, it may safely be trusted to choose the fittest men available. But by way of precaution, there may well be some *ex-officio* Syndics, and it seems necessary that the Principals and the Professors of the affiliated colleges and the heads of all schools recognised by the University should have the right of separately electing a definite number of Syndics. Our colleges are at present in general well represented on the Syndicate. But not so the schools ; and this probably is the reason why our Matriculation and School Final standards are so stationary and so rarely revised.

D. G. PADHYE,



सत्यमेव जयते



Dated Rajkot, the 18th February 1902.

From—D. U. PAREKH, Esq., M. A. (Cantab.), Barrister-at-Law, sometime an acting Professor at Elphinstone College, Bombay, and Examiner in the University of Bombay, and HARJIVAN B. SHUKLA, Esq., B.A., LL.B., sometime Fellow, Deccan College, and Principal, Goculdas Tejpal High School, Bombay,

To—THE HONOURABLE MR. N. G. CHANDAWARKAR, Additional Member, Universities Commission, Bombay.

We have the honour to forward you herewith our letter to the President of the Commission, embodying our suggestions for the improvement of the constitution and working of the Bombay University, and request you to submit it to the Commission if you think the suggestions worthy of their consideration.

Dated

From—D. U. PAREKH, Esq., M.A. (Cantab.), Barrister-at-Law, sometime an acting Professor at Elphinstone College, Bombay, and Examiner in the University of Bombay, and HARJIVAN B. SHUKLA, Esq., B.A., LL.B., sometime Fellow, Deccan College, and Principal, Goculdas Tejpal High School, Bombay,

To—The President, Universities Commission.

We have the honour to offer the following suggestions for the improvement of the constitution and working of the University of Bombay :—

- (1) That the University should be made a teaching body.
- (2) That there should be two separate courses, one for the *ordinary* B. A. degree and the other for *Honours*.
- (3) That the present Arts colleges and institutions affiliated to the University should be recognized as preparing students for the *ordinary* B. A. degree.
- (4) That the present site and buildings of the University in Bombay should be sold, and that a residential University should be established in their place in Poona somewhere near the Deccan College.
- (5) That Professors of the University and students who are candidates for *Honours* should *reside* within the precincts of the University.
- (6) That candidates for honours will have to pass their Entrance examination for Honours, for which instructions may be provided by colleges affiliated to the University.
- (7) That there should be only three years' course and two examinations for the ordinary B. A. degree.
- (8) That the first examination should be called the Previous Examination, for which a student will be eligible after keeping three terms at a college.
- (9) That the previous examination will comprise the following subjects :—
  - English.
  - Second Language.
  - Mathematics including Trigonometry (*i.e.*, the course prescribed at present for the Previous and Intermediate examinations).
  - Logic.
  - Physics.
  - History.
- (10) That a student will be allowed to appear for the final examination for the B. A. degree after keeping three terms at a college after passing the Previous examination.
- (11) That this examination will comprise the same necessary and voluntary subjects as the present Final examination for the B. A. degree, but the course of studies which is prescribed for them should be somewhat reduced, wherever possible.

- (12) That the foregoing examinations should be held twice a year.  
 (13) That the Entrance examination for candidates for Honours will comprise the following subjects :—

English (the standard should be higher than for the Previous Examination).

\* Vernacular.

Second Language.

Mathematics : the same as for the Previous course with the exception of variations, combinations, and binomial theorems.

History, a special period of Indian and English history.

- (14) That no candidate for Honours shall be allowed to reside at the University before passing his Entrance examination.  
 (15) That candidates for Honours shall go through a three years' course at the University after passing the Entrance examination, and will have to pass *only one* examination at the end of the third year.  
 (16) That a candidate for Honours shall be allowed to take up one of the following groups of subjects, and shall not be examined in any other subject :—

Mathematics.

Languages (a candidate who takes up an Indo-Aryan classical language must also pass in the vernacular of his country).

Moral Sciences.

Natural Sciences.

Law.

History.

Mechanical Sciences.

Agriculture.

The standard prescribed for the present M. A. examination should be adopted wherever possible, else the standard prescribed by the Cambridge University for examinations in various triposes.

- (17) That a candidate passing with Honours in law shall have the LL.B. degree conferred on him.  
 (18) That there shall be no separate examination for the LL.B. degree.  
 (19) That candidates for degrees in Medicine and Surgery, Civil Engineering, and Agriculture shall have resided at the University and passed with Honours in certain specified subjects and have gone through a course of studies in a recognized institution before appearing for the Final examinations for such degrees.  
 (20) That the examiners for Honours shall be authorized to declare candidates, though they may not have deserved Honours, to have acquitted themselves so as to deserve an ordinary degree, or so as to deserve to be excused the Previous examination. Such candidates may be admitted to the B. A. degree without further examination or after passing the Final examination for the ordinary B. A. degree.  
 (21) That if a candidate for Honours be prevented by illness or any other sufficient cause from attending part of the examination, the examiners shall be authorized, if such candidate shall have acquitted himself so far with credit, to declare him to have deserved Honours, and such candidate shall be deemed to have obtained Honours in such examination. The examiners shall also be authorized to declare such candidate to have acquitted himself so as to deserve an ordinary degree, or so as to deserve to be excused the previous examination for the ordinary degree.

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\* A native of India shall alone be required to pass in this paper.

- (22) That candidates for Honours shall be allowed to appear only once in the Honours examination.
- (23) There shall be no examination for the M. A. degree, but that B. A.'s with Honours will be admitted to that degree after 3 years, provided they keep their names on the roll of the University and pay prescribed fees for the degree.
- (24) That professors of the University shall be assisted in their work by lecturers and readers.
- (25) That a sufficient number of tutors should be appointed to watch the progress and conduct of individual students.
- (26) That the professors, readers, and lecturers should deliver in the vacation a University extension series of lectures to the general public, as is being done at Cambridge.
- (27) That there should be different boards for appointing professors, readers, and lecturers of the University and colleges affiliated to it in different subjects.
- (28) That professors of each subject should be appointed by a Board consisting of—
  - (1) Two representatives of the person or body who pays for the chair.
  - (2) Two representatives of the University.
  - (3) All professors of the same subject in other Indian Universities.
- (29) Each Board shall be elected every four years.
- (30) That no professor, lecturer, and reader, of the University, and no professor of any one of the colleges affiliated to the University, shall be liable to dismissal except by a resolution of the Senate passed by a majority of the senators on the recommendation of the Syndicate.
- (31) The Senate of the Bombay University shall consist of the Chancellor, the Vice-Chancellor, four Principals of Colleges, six professors of the University, Members of the Council of Bombay, the Chief Justice of His Majesty's Supreme Court of Judicature, the Bishop of Bombay, the Director of Public Instruction, eight other members of the Senate to be elected by the persons on the Electoral Roll published by the Vice-Chancellor. Two of the Principals of Colleges, three of the University professors, and four other members of the Senate shall be elected in every other year by persons whose names are on the Electoral Roll, and they shall hold office for four years.
- (32) The Electoral Roll shall be published each year, and is thenceforth the Electoral Roll for the year then next ensuing. It shall consist of members of the Senate, University professors, readers in University, lecturers, and Principals and professors of different colleges and the graduates of any Indian or English University residing in the Bombay Presidency and having their names upon the University register. Those whose names are removed from the register lose the right of voting, but may recover it by replacing their names on the register and paying all University dues from the time of removal of their names, 180 days being first allowed to elapse after the replacing of the names.
- (33) The office of the Vice-Chancellor shall be annual. The Vice-Chancellor shall be elected by the Senate.
- (34) The Governor of Bombay in Council shall have the power to appoint four members of the Senate, who will hold office for four years, two of them retiring every other year. Vacancies so occurring will be filled up by the Governor in Council.

- (35) The Act of Incorporation of the Bombay University (Act No. XXII of 1857) shall be amended in the light of the foregoing suggestions.
- (36) The annual income of the University will be derived from the following sources:—
- (a) examination fees ;
  - (b) fees of voters who shall be charged each Rs per annum ;
  - (c) fees for conferring degrees on successful candidates ;
  - (d) a certain percentage, say 10 per cent., of the fees of all students of colleges affiliated to the University ;
  - (e) fees of students going in for Honours ;
  - (f) an annual grant from Government ;
  - (g) contributions from the Municipality and States maintaining colleges affiliated to the University ;
  - (h) private endowments founding some chairs in the University.

The chief defect in the present system of University education is, in our humble opinion, a lack of genuine taste for learning among its graduates. Only a few of them keep up their studies of the subjects they learnt at the University. This deplorable state of things is due to the fact that our University does not give sufficient scope to our students to acquire proficiency in any one subject. There are too many compulsory subjects, and every student has to go through them. The course prescribed for voluntary subjects is so elementary that the knowledge acquired in such subjects does not fulfil its aim. The University, again, is only an examining body. All students, no matter what their capacities may be, have to pass the same test. This encourages mere cramming. There is not a real University life in our colleges. All students are placed on the same dead level. The brightest and the dullest study side by side. The number of students is too large to allow of any individual attention being paid to them. As the chief aim of almost every student is to pass examinations, there is not that close contact between professors and pupils which takes place when the former find in the latter a sincere and keen taste for learning. There is, again, no connecting link between the pupils of different colleges, though they belong to the same University. There cannot be *esprit de corps* among persons who do not find any meeting place. Nor is there that healthy exchange of ideas between students of different subjects as there would be if they belong to the same teaching University and reside at the same place. When all knowledge is focussed at one place, one cannot help, while studying only one branch of knowledge, feeling the influence and charm of its other branches.

The selection of professors for our colleges is not always happy. We do not find that every subject is taught by a specialist of that subject. Our colleges are, as a rule, equipped with a staff to prepare students for the examination for the ordinary B. A. degree.

We have kept two separate courses of studies to suit students of different capacities.

We think that a teaching University should be located in a quiet place instead of in a busy city like Bombay. It should be also residential. It should be a sort of a little world for our young students. Their minds should not be disturbed by outside influences when they are studying at the University.

We suggest that a sum which may be realized by selling off the present University grounds and buildings may with advantage be utilized in building a suitable residential University in Poona somewhere near the Deccan College.

We have found it necessary to insist on students who are candidates for Honours to acquire such a general knowledge as would prepare them for their several triposes. We have therefore suggested for them a different examination from the Previous examination. We expect from such students a better knowledge of English, as that language is going to be the medium through which they will have to study their subjects. As the future of our vernacular

literature will, in our opinion, depend upon Honours men, we have thought it proper to include vernacular as a subject for the Entrance examination. For this very reason, we have suggested that a candidate who takes up an Indo-Aryan classical language must also pass in the vernacular of his country.

We are of opinion that for students who go in for the ordinary B. A. degree it is not necessary to have four years' course. About ten years ago our University had only three years' course for the B. A. degree. We have therefore advocated the three years' course. The multiplicity of examinations has already been recognized as an evil, and we have therefore suggested that only two examinations shall be held.

For the Honours course we have left it to the option of the student to take up any subject he likes. We believe that no useful object is served by requiring him to pass in several compulsory subjects and acquire a smattering knowledge of one voluntary subject. Such an arrangement has in the past retarded the progress of learning, and would do so if continued. At present the University allows a candidate for the M. A. examination to take up only one subject. But there is no arrangement to teach him that subject. The colleges teach students up to the B. A. course. The M. A. examination has up to this time proved a failure. Without the help of professors, it is almost impossible to acquire a sound knowledge of any subject prescribed for the M. A. examination. We have suggested that the Honours students should acquire proficiency in their several subjects which is now demanded from M. A. students, and that the M. A. degree should be made honorary, as at Oxford and Cambridge. At present candidates for different degrees have to pass some common subjects. Thus the candidates for the L. C. E. examination have to pass some examinations in Mathematics and Science which those for the B. A. examination have also to go through. Candidates for the L. M. & S. examination have also to pass certain subjects which B.Sc. & B. A. students as well as L. C. E. students are required to pass. Colleges preparing students for these different degrees have to maintain a separate staff for teaching these subjects. It will not be necessary to do so if candidates for degrees in Medicine and Surgery, Civil Engineering, and Agriculture have to pass the Honours course. The scheme suggested does not throw any additional burden on such students, as they will not have to study subjects which would be useless to them, *e.g.*, Second Language, English Literature, etc., as we have not kept any compulsory subjects. It will thus be seen that the scheme which we propose would lead to economize the resources of Government in providing separate professors of the same subject from different Government institutions. Students will learn such subjects from University professors.

The Commission is probably aware of the controversy about the Government Law School in Bombay. It is not a full time school, nor are the professors of the school persons who devote their full time to the study of the science of Law, as they are professional gentlemen. We propose that Law should be introduced as one of the subjects for the Honours course, and that those who pass in that subject with Honours will be entitled to the LL.B. degree with the B. A. degree. Such an arrangement is, in our opinion, decidedly better than the present arrangement. We shall not require the Law school then. The money saved thereby will be utilized in maintaining Professors of Law for the University. The students will acquire a better knowledge of Jurisprudence and Law, and we shall obtain a better class of LL.B.'s.

As for appointment of University professors, readers, and lecturers, our object in suggesting the constitution of an Elective Board for the purpose is actuated by a desire to remove all possibility of making a bad selection either owing to inability to judge of the merits of respective candidates or the bias worked by influence or any other means.

We have thought it proper that the University should exercise an efficient control on the colleges affiliated to it. This cannot be exercised in a better way than by its requiring that the staff of each college should be appointed by a Board elected every four years and constituted as shown in the 28th suggestion. The University can also send its professors from time to time to inspect the colleges and report upon their working. As for the constitution of the Senate, besides the *ex-officio* members, we have thought it proper to suggest

the introduction of the elective principle on a broader basis with a view to secure able and energetic senators and to also increase the income of the University. We require voters to contribute an annual sum of Rs each to the University. Thus their right of voting will have a practical value in their eyes. The larger the number of such votes, the better for the University. It will also be seen that these elective members will be in a minority.

We think that the Vice-Chancellor should be elected by the Senate. Those should be the judges of a person's merits who have the best opportunity to judge them.

We are afraid that the cost of maintaining University professors may be so great that it may not be possible to establish all chairs at once. But this need not prevent the Government from starting a teaching University and founding only such chairs as may be possible to do at present. It is not unnatural to expect that, once such University is given a start, wealthy gentlemen of Bombay, charitably disposed, may come forward to found new chairs and help the cause of University education.

In our suggestion No. 36, we have enumerated all sources of income for the University we could think of. We do not think that it is unreasonable to require Municipalities and States maintaining colleges affiliated to the University as well as all the colleges to contribute towards the expenses of the University, as they derive benefit from their affiliation to, and supervision by, the University.



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Dated the 3rd February 1902.

From—H. N. ALLEN, Esq., Professor of Physics and Electrical Engineering, College of Science, Poona,

To—The Secretary, Universities Commission.

It is with some diffidence that I write to you asking you to lay my remarks before the Commission. I am only a new arrival in India, but as I have had University experience as a student in England and Germany, and as a teacher in America, what I have to remark with regard to my own particular branch of study may not be without value.

I shall confine myself mainly to Physics and allied subjects.

I appreciate the difficulty in a poor country like India of providing adequate laboratory instruction in Physics to large classes of students, and it will probably be a long time before much can be done in Bombay for Int. Arts students in this direction. My experience as an Examiner at the Bombay University, though brief, has been sufficient to show me that a very great number of students learn the book by heart without understanding it.

I do not see how the University can do much to correct this directly, as such subjects can only be taught in the colleges. It would almost be impossible to arrange for a practical examination for such a mass of students, even if they could be prepared for it. The only thing that can be done at present as far as I can see is for the examiners to set questions which cannot be answered by quotations from the text-book, but which require that the students shall understand what they have read.

I fear that the Science Course of the University is in an unsatisfactory state. The number of candidates for the Int. Science Examination was very small last year, and the number of failures very large in proportion.

No experimental or measuring work is required of the candidates in Physics and a student could pass the so-called Practical Examination who had never touched a piece of apparatus in his life. This last is also true of the optional Physics for the final B.A.

It appears to me that Physics properly taught is peculiarly adapted to the educational requirements of this country.

The close reasoning necessary to arrive at true results, the minute accuracy of measurement required, the acquirement of the habit of attention to minute details, the scrupulous honesty towards oneself at any rate, that is necessary if the work is to succeed, are all of the greatest educational importance. Part of the backwardness of scientific instruction is no doubt due to the absence of any special centre for such instruction. The College of Science is in reality a College of Engineering, and though a little teaching may be done to students of pure science, it is quite outside the regular college course.

If the University can in any way remedy this it will, I consider, be doing very good work. I consider that the University should do everything possible to induce Government to so enlarge the accommodation at the College of Science that work in pure science can be carried on there. I consider that this will be better than founding a separate institution, as to a great extent the same apparatus, laboratories and lectures will be available for both classes of students. I think students should be encouraged to take the degree of B. Sc. after taking B.A.

A student who had passed the B.A., with Chemical Physics as his optional subjects, should, I consider, be allowed to take his B.Sc. Degree by passing in Physics and Mathematics. I consider it very important that subjects should be properly grouped, as students by themselves have no idea what they ought to take in many cases.

If the B.A. Physics were strengthened by the addition of some laboratory work, a student who had been through the course outlined should be in a position to take up some simple research work for the M.A. Degree, in addition to completing his laboratory course.

In many American Universities every candidate for the M.A. Degree is required to present an original thesis containing the results of his investigations and even undergraduates are encouraged to undertake work off the beaten lines. These of course are teaching Universities, and much less importance is attached to examinations than to the general work of the student.

It appears to me that the University might do something in the direction of the organization of existing material for higher education. Each College or group of Colleges in the same city should be able to undertake certain branches and groups of advanced work. For instance, to name the case with which I am most familiar, in Poona the three Colleges ought to be able to undertake the group Mathematics and Physics. I think this should be officially recognized and a University centre formed with University lecturers chosen from the teachers of the different Colleges. The appointments would be honorary, but I think the University should be prepared to assist the Colleges in cases where additional teachers are required to relieve the lecturers of part of their elementary work, and to provide for laboratory assistants, etc.

The University should also provide the necessary library and instrumental equipment for advanced work. The necessary laboratories would, of course, have to be provided by Government or by private benefactors. The care of the buildings might well be left to the colleges.





Dated the 13th March 1902.

From—RAMPEASAD M. MERTA, Esq., B.A., LL.B., Professor of French, Gujarat College, Ahmedabad,

To—The President, Indian University Commission.

I HAVE the honour to bring to your kind notice the following few points, which I hope will meet with the kind consideration of the members of the Commission.

(1) Some days back Professor Sharp of the Elphinstone College, Bombay, remarked that "a man can get a first class in French without being able to write two lines of correct French." This remark, in my humble opinion, is exaggerated and incorrect. For, out of 100 marks (in all examinations except the Previous Examination) 45 marks are assigned purely to French Composition. Now, out of the remaining 55 marks the best student hardly gets more than 40 or 45. Thus it is essentially impossible for a man who cannot write correct French to get a first class (*i.e.*, 60 per cent.). I believe the present test of the French examination is neither too low nor too high.

(2) French has become popular here for the following reasons:—

Many students appear in "Matriculation" with Gujarati as their second language. These students do not take Sanskrit or Latin because they find that these dead languages are too difficult for them and are not very useful in after-life. They do not take Persian because it does not contain extensive and up-to-date literature like French. Besides, the utility of Persian literature is not deemed to be so great as that of the French literature by the non-Mehomedan Communities of this presidency. Thus many students who take up Gujarati in Matriculation take up French as their second language in the college in preference to Sanskrit, Latin and Persian. There have been several instances in which students who had given up all studies for the higher examinations joined our college (leaving off their employments) when they learnt that French was taught in our college. These poor students would never have received the advantages of higher education if French had not been taught in our college.

Some students take up French because they intend to utilise it for their Indian Civil Service and other examinations in Great Britain and Ireland, where Persian does not find any place among the selected subjects and where knowledge of French is very paying to them. Nay, students going up for the Agriculture and Engineering examinations having had to pass the previous examination find it more convenient and useful to take up French.

(3) French is popular on account of its beautiful literature as well as its practical advantages in the medical, mercantile and scientific lines. Indian mercantile firms which have to deal with foreign firms pay handsomely the French-knowing graduates of our University, for their services. Students going up for the Medical and Technical lines find French to be greatly useful to them.

(4) Another remark of Professor Sharp was that "French has become very popular among the students because it is regarded by them as easy." This remark too, in my humble opinion, is not true, because the percentage of failures in French is not in the least less than the percentage of failures in the other second languages. Often the case is quite the contrary. Last year, for instance, in the Matriculation Examination not a single student who took up French in the Ahmedabad centre passed in French. The result in the other centres, though not so disastrous, was also very cutting.

(5) In the English Universities and specially in Cambridge (where there is a special Tripos for French) no distinction is kept between male and female candidates as regards the taking up of French. The same is the case in the other American and European Universities where French is taught in the higher examinations without any distinction of sex. The restriction of the Calcutta University of allowing only the female candidates to take up French looks anomalous. There is no reason why *special* arrangement should be made for female candidates. If any special arrangement is made for the female

candidates, it would have the double disadvantage of lowering such female graduates in regard to their abilities, in the eyes of the public—as well as that of doing injustice to the other male candidates who are precluded from that facility. Only last year two ladies from our college passed their B. A. Examination with Sanskrit and Logic—subjects considered too difficult by Professor Sharp. I believe, therefore, that if special facility is given to female candidates, it would be simply creating a new anomaly in the history of our University. I believe, besides, that the study of the French language (as well as that of German) is essential for developing originality in the Indian graduates, who are often blamed as mere memory-machines having no originality of thought. In short French is essential to the culture of Indian youths.



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